

**CUDDINGTON AND DINTON CHURCH OF ENGLAND SCHOOL  
POLICIES AND PROCEDURES**

**PSHE Policy**



'Let your light shine' Matthew 5:16 is central to all that we do as a Christian school community. We work together to nurture the well-being, learning and development of everyone, empowering all to shine as individuals through clearly understood values and behaviour, founded in the Christian faith.

<b>Date Reviewed</b>	<b>July 2021</b>
<b>Date adopted by Governing Body</b>	<b>30.6.20 and 15.7.21</b>
<b>Date for next review by Governing Body</b>	<b>July 2022</b>

### 1. School values

At Cuddington and Dinton Church of England School we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development. We undertake to follow the principles outlined in the Church of England '**Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).**' (**Appendix 1**) The PSHE programme at Cuddington and Dinton uses the growth mindset approach to promote positive behaviour, support mental health and wellbeing; the school's unique Christian ethos demonstrates and encourages the following values: love, integrity, trust, resilience, belief and respect.

### 2. PSHE definition

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health and economic development, helping to give pupils the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

### 3. The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education;
- Help parents and carers to understand PSHE Education, supporting them to work with their child to secure the very best outcomes for all pupils;
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.

### 4. The legal Requirements

At Cuddington and Dinton Church of England school we teach the statutory parts of PSHE – Relationships education (please see our Relationships Education Policy) and Health Education through our PSHE curriculum. We also teach non statutory Sex Education as part of PHSE provision (please see our Sex Education policy).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE (**Appendix 2**)

We follow the DfE guidance for teaching PSHE (updated June 2019) (**Appendix 3**)

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education policy.

## 5. The curriculum

### Intent

We aim to provide high quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society.

Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future.

Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

Our PSHE provision extends beyond the curriculum linking with daily collective worship and underpinning our school values of love, integrity, trust, resilience, belief and respect. PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral cultural, social and cultural education, citizenship, equalities, and safeguarding; facilitating all our pupils to 'Let your light shine' (Matthew 5:16).

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives, both now and in the future.

### Implementation

At Cuddington and Dinton school statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future.

For the planning and delivery of PSHE we use 'Coram Life Education- SCARF' scheme of work; to supplement this we use 'No Outsiders in Our School' by Andrew Moffat to teach equalities education. The programme of study is adapted to provide a relevant and age appropriate curriculum. We provide a spiral curriculum to ensure pupils are taught key aspects of PHSE at a relevant and age appropriate level and in line with their continuing personal, social and emotional development.

### Relationships Education

Our PSHE curriculum covers statutory Relationships education (please see Relationships policy for further details). Relationships Education In primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

### Sex Education

As part of our PSHE provision we teach sex education in year 6. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents / carers have the right to withdraw their child from

designated sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our Sex Education policy.

## **Health Education**

We deliver statutory Health education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support as early as possible from a safe and trusted source. By the end of primary school, pupils will have been taught content about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body\*

\*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from Foundation class. A list of key vocabulary can be found in (**Appendix 6**). Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils.

## **Living in the wider world/Economic Education**

Economic Education where pupils will learn about:

- Saving money;
- Keeping money safe;
- Term 'interest';

Living in the Wider World where pupils will learn about:

- Caring for the environment;
- Appreciating own environment;
- The work of voluntary, community and pressure (action) groups;
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## **Organisation of the Curriculum**

At Cuddington and Dinton school PSHE is a taught subject. PSHE is timetabled once a week and delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in whole school units (**Appendix 4**) to link with the school values and Collective worship themes; further details for each class are available to view on the school website.

## **Managing difficult Questions and confidentiality**

In PSHE pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy for further information.

All aspects of PSHE are underpinned by shared and understood ground rules (Appendix 5) with lessons being delivered in a safe and well managed environment. To ensure content and delivery are appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn. Distancing techniques are used in PSHE education, which provide depersonalised examples supporting children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

## **Impact**

- PSHE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations;
- Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed;
- Pupils know how and when to ask for help and where to access support;
- Pupils are well informed and recognise the risks they may encounter both on and offline and are able to make safe choices;
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions;
- Pupils are well prepared for the next steps of their lives;
- Pupils have the knowledge, skills and attributes to live healthy, happy lives;
- Pupils understand and respect differences between themselves and others;

## **6. Confidentiality and safeguarding**

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DSL or Additional DSL's, where safeguarding practices will be followed.

## **7. Roles and Responsibilities**

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date PSHE policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing PSHE. Teachers are responsible for delivering PSHE. Pupils are expected to fully engage with PSHE provision and treat other with respect.

## **8. Working with outside agencies and visiting speakers**

Visitors will only be invited to work in school to enhance teaching, fitting in with the PSHE scheme of work. They will be working alongside a member of teaching staff, rather than replacing. The materials a visitor is using will be sent to the school in advance, to check appropriateness and allow for SEND adaptations to be made. Confidentiality will be agreed in advance and the visitor will understand the safeguarding procedures and who the DSL is on site.

## **9. Monitoring, evaluation and training**

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by our school. Training will be made available to staff in accordance with our CPD programme for staff development.

## **8. Working with parents and carers: consulting, informing and supporting**

It is vital that parents and carers understand and are aware of what is being taught and how to support their child. The PSHE curriculum overview (**Appendix 4**) makes links to our school values. Further details of learning objectives are published on each class page of the school website. We welcome and encourage parents and carers to make an appointment with the class teacher or the headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are **only** entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

**Appendix 1** The Church of England 'Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).'

[https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf)

**Appendix 2** DfE- Statutory guidance: Relationships Education, Relationships and Sex Education and Health Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

**Appendix 3** DfE- Guidance: Personal, social, health and economic (PSHE) education

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

**Appendix 4** DfE- Understanding Relationships and Health Education in your child's primary school: a guide for parents.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSHE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSHE_primary_schools_guide_for_parents.pdf)

#### Appendix 4 PSHE and school values curriculum overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Love	Integrity	Trust	Resilience	Belief	Respect
Me and my relationships	Valuing difference	Keeping safe Healthy relationships	Rights and responsibilities	Being my best	Growing up

#### Appendix 5 Ground rules for PSHE lessons

Work with pupils to establish a list of ground rules that will increase their feelings of safety and comfort during puberty and sex education classes.

It is essential that the following ground rules be included:

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

Example of Ground rules:

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name

#### Appendix 6 Specific vocabulary used when teaching (Relationship and Health Education) PSHE

<b>Year 1</b>	Washing, brushing teeth, Getting dressed, Clean, Boy, Girl, Same, Different, Face, Hair, Skin, Physical characteristics, Gender, Hair, Face
<b>Year 2</b>	Similar, Different, Sex, Gender –roles, Stereotypes, Boy, Girl, Male, Female, Body parts, Penis, Vagina, Testes, Penis, Nipples
<b>Year 3</b>	Similar, Different, Sex, Gender –roles, Stereotypes, Boy, Girl, Male, Female, Body parts, Penis, Vagina, Testes, Penis, Nipples, Ovaries, Womb, Genitals, Reproduction, Comfortable, Uncomfortable, Like, Dislike, Touch, Hug, Kiss, Family, Fostering, Adoption, Relationship

<b>Year 4</b>	Puberty, Changes, Lifecycle, Periods, Physical, Pregnancy, Vagina, Womb, Testes, Arm pits, Pubic hair, Sweat, Nipples, Breasts, Sperm, Egg, Ovum, drop of blood, Emotions feelings, Girlfriends, Boyfriends, Deepening voice, Hormones
<b>Year 5</b>	Puberty, Physical changes, Emotional changes, Moods, Menstrual cycle, Periods, Fallopian tubes, Party-liners, Tampons, Sanitary towels, Sweat, Breasts, Spots, Pubic hair, Facial hair, Underarm hair, Sexual reproduction, Sexual organs (and changes during puberty), Physical and emotional changes during puberty, Feelings, Privacy, Human rights, Female Genital Mutilation, Wet dreams, Erections
<b>Year 6</b>	Reproduction, Fertilisation, Pregnancy, Egg, Erection, Twins, Fostering, Adoption, Relationship, Friendship, Love, Consent, Masturbation, Wet dreams, Intimacy, Privacy, Human rights, Female Genital Mutilation (FGM)
	<p><b>Specific vocabulary used when teaching Sex Education:</b></p> <p>womb, sperm/semen, egg, fertilisation, sexual intercourse, sexual feelings, conception, love, consent</p>